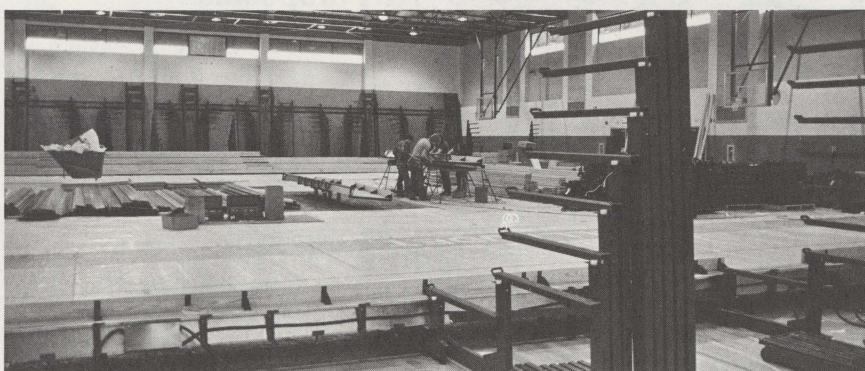


The new field house, above, is now open but bleachers in the large gym area, below, are still being installed.



Field house opens

by Bob Harmon

Gallaudet's new field house is now virtually completed, aside from a few odds and ends to finish up and equipment to install.

Faculty and staff members in the Physical Education and Athletics Department have moved into their new offices, but as of this writing certain other areas, in particular the gymnasium floor and classrooms, need a little more work. The racquetball courts, too, may require some final touches but should be in use by the time this article appears.

For the information of those who have forgotten—or never knew—the field house has a large gymnasium floor with three basketball courts, three volleyball courts and 12 badminton courts. (Different kinds of courts are superimposed with lines of different colors.) This large gym area contains telescoping seats for more than 1,800 people. By using additional temporary seating, the area will be able to accommodate more than 2,700 people for large audience events such as graduations.

The field house also contains five racquetball/handball courts, a weight room, three classrooms, an adaptive

physical education room, offices, a conference room and various support facilities such as locker rooms, a training room, concession area and laundry. The saunas which were originally planned were omitted because of budgetary constraints but may be added later.

The field house contains about 64,000 gross square feet of space, of which about 50,000 gross square feet is usable space. Architect for the facility is the firm of Mills, Clagett and Wening.

Good progress is also being made on renovations to Hughes Gym. The auxiliary gym is being converted to a dance studio with mirrors, bars and a stage. The weight room will become a storage room, and the room in the basement which has served as the bicycle room will eventually become a weight room.

For all the racquetball enthusiasts on campus, regulations have been developed for use of the courts. Courts are available on a reservation basis and reservations are accepted 24 hours in advance. Reservations can be made beginning at 8 a.m. for the next day's use, in person only at the administrative offices on the main level. Play is limited to one hour on the reservation

continued on page 2

"President Lincoln" to visit Gallaudet

Faculty, staff and students will have an opportunity to see and talk with "President Abraham Lincoln" when he comes to Gallaudet Feb. 8.

Lincoln, otherwise known as actor Richard Blake, will give a one-man performance of "A Day With President Lincoln" Feb. 8 at 7:30 p.m. in the Elstad Auditorium.

Admission is free and seating will be on a first-come, first-served basis. No tickets will be available prior to the performance; just come early if you want to get a seat.

The performance for the Gallaudet community and their guests is a special gift from the Lincoln National Life Insurance Company, which is also sponsoring the Lincoln Lectureship Series on Liberty and Equality at Gallaudet this academic year. The series brought to campus former senator and Secretary of State Edmund Muskie, who spoke on international relations last Sept. 21; and scientist and author Isaac Asimov, who spoke on science, technology and future on Nov. 10. Other Lincoln Lectures will be held later this semester.

At 6'4" tall and 185 pounds, Richard Blake, a nationally recognized Lincoln actor and scholar, bears a striking resemblance to President Lincoln. In his

performances before adult audiences, Blake intersperses such serious moments as the Emancipation Proclamation and Gettysburg Address with humorous stories about Stephen Douglas, General Grant and others. He interacts with his audience by inviting unrehearsed questions and answers as President Lincoln might have, often in his own words.

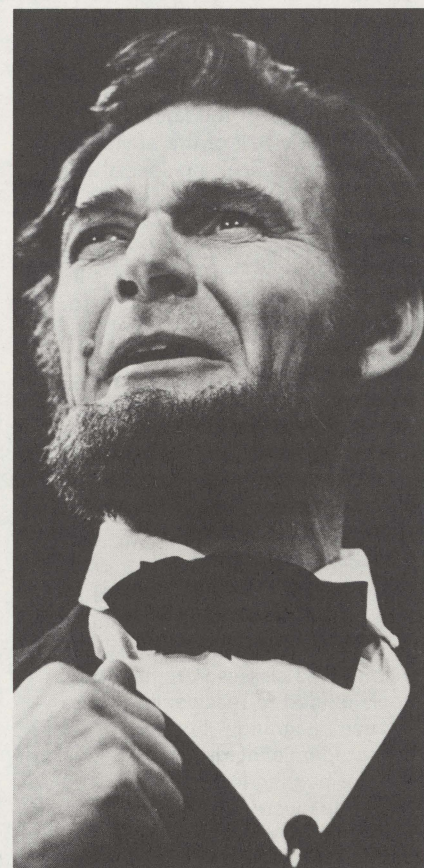
Blake is now in his fourth year of performing in "A day With President Lincoln" and he is the first American actor to portray Lincoln on the Ford's Theatre stage here in Washington. He travels on a national tour nine months of each year in a free public service program sponsored by Lincoln Life which takes him to junior and senior high schools around the country as well as to various adult organizations. In junior and senior high schools, Blake often conducts mock 1864 White House press conferences with students role-playing newspaper reporters. School programs include teaching and study materials provided without charge by Lincoln Life.

A Lincoln scholar who has spent more than a decade studying for the role, Blake has starred in nearly 4,000 various portrayals of President Abra-

ham Lincoln. He has appeared as President Lincoln on NBC, CBS, ABC and PBS television networks. PBS won an Emmy the year Blake was featured in the production, "The Selling of Abraham Lincoln—1976."

After stage appearances in productions as varied as the "Caine Mutiny Court Martial," "Music Man," "Rain" and "The Championship Season," Blake served as artist-in-residence at Eastern Illinois University, one of the few universities offering a master of arts degree with the option of concentrating on a Lincoln studies program.

Lincoln National Life Insurance Company, based in Fort Wayne, IN, sponsors performances of "A Day With President Lincoln" as a part of its commitment to perpetuate the heritage and principles of Abraham Lincoln. In 1905, when the company began, it was granted permission by the president's son, Robert Todd Lincoln, to use the family name. Lincoln Life has also pioneered in supporting historical research and established a Lincoln Library and Museum in 1928 at company headquarters in Fort Wayne. This museum houses the largest private collection of organized information of Abraham Lincoln in the world.



Actor Richard Blake, who resembles President Lincoln, is a Lincoln scholar who spent more than a decade studying for his role.

Field house

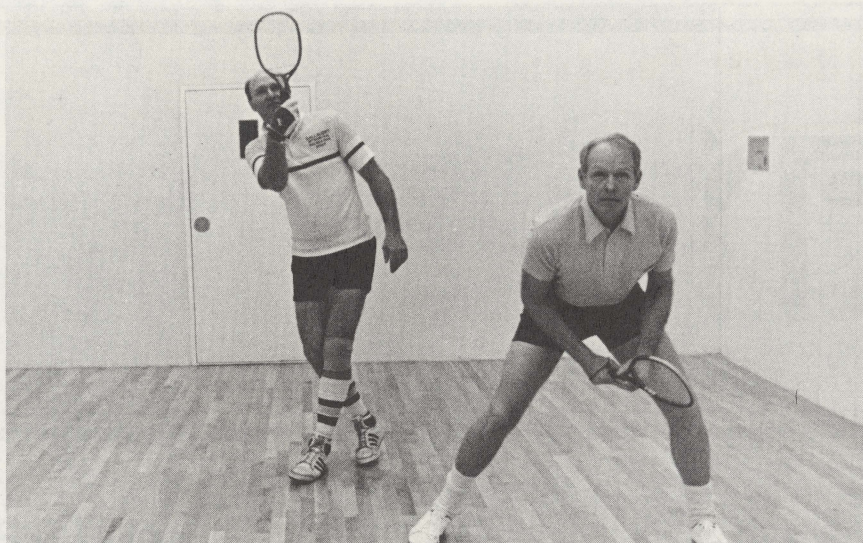
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system. If courts are empty during scheduled playing time, they may be used without a reservation, but reservations take precedence over free play time.

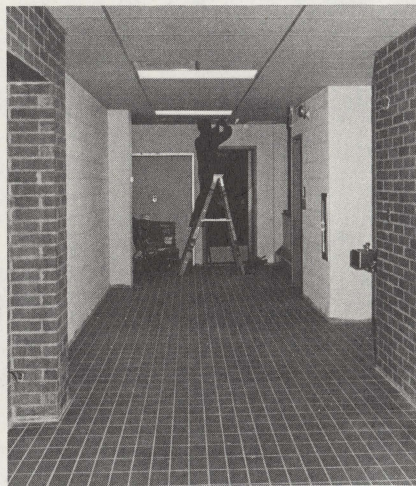
Rules regarding racquetball play include wearing only tennis shoes or appropriate gym shoes (no black-soled tennis or gym shoes allowed); handball is restricted to Court 3; no black racquetball balls allowed; racquet guards and eye guards required; and behavior detrimental to maintenance and care of court result in suspension of court privileges.

Many P.E. Department members have new telephone numbers. The TDD phones are not yet connected and TDD numbers will be publicized later. Voice numbers are:

Kathryn Baldridge	x5678
Benjamin Baylor	5714
Jean Berube	5681
Jimmy Calloway	5687
Sharon Davis	5679
Ronald Dreher	5683
Dave Elam	5714
Joseph Fritsch	5715
Dorothy Hamberg	5681
Diane Hottendorf	5678
Robert Jackson	5698
Anita Marchitelli	5688
Marty Minter	5684
Don Padden	5690
Barbara Pomeroy	5685
Wilmer Reynolds	5689
John Seeberger	(Hughes) 5361
Maria Waters	5686
Kathleen Zaccagnini	5679
Jean Buchanan	5682
Thomas Berg	5680
Gloria Bowman	(Hughes) 5361
	(Main Office) 5680



Above, Ron Dreher and Bob Jackson check out the new racquetball court. Below, Mildred Hickman, despite a broken leg, supervises the moving of furniture into the field house and final touches are made to the ceiling.



Sponsored R&D

Grant/contract deadlines

Provided below are application deadlines of selected federal programs that offer potential grant or contract opportunities for Kendall Green faculty, staff and graduate students. More details on programs of interest can be obtained from the Office of Sponsored Research, x5030 (voice or TDD).

Deadline	Program
01/29/82	ED—FIPSE Science Improvement Project Grants
02/01/82	NIA—Program Project Research Grants
02/01/82	NINCDS—Speech, Language Disorders Research Training
02/03/82	NSF—Special Research Initiation (Information Science)
02/15/82	NEH—Humanities Research Conferences
02/18/82	ED—Research Library Resources Program
03/01/82	NINCDS—Communicative Disorders Branch Research
03/01/82	NEH—Higher Education Humanities Consultant Grants
03/01/82	NIMH—Mental Health Research Program
03/17/82	SEP (formerly OSE)—Student Research

NIA proposals

The National Institute on Aging has announced a deadline of Feb. 1 for proposals for program project research grants. The maintenance of health and effective functioning in the middle and later years are priority areas for NIA's behavioral science funding program.

Applications may be submitted for up to a five year period. Direct cost for the first year should not exceed \$500,000. A letter of intent should be submitted before Feb. 1 outlining the proposed project and describing personnel. For more information contact the NIA Associate Director for Behavioral Sciences Research at (301) 496-3136.

Student Research

Described in this column are research projects that received assistance from the Office of Faculty and Graduate Student Research. For more details, contact Clarence Williams, x5030.

Idiomatic language of deaf students

Jerry Houck is conducting a research study related to the idiomatic language of hearing impaired youth. The purpose of the investigation is to determine the relationship between hearing impaired students' reading achievement and their comprehension of idioms in context.

Approximately 100 MSSD ninth grade students will serve as subjects for the study. Test scores from an idiom test will be compared with scores from a measure of comprehension of idioms in context. Scores from the comprehension of idioms in context will also be compared with reading achievement scores.

It is hoped that results from this study will help clarify the role of idiomatic language in the language and reading development of deaf learners.

Research seminar on mainstreaming held

The patterns of mainstreaming of hearing impaired students into educational settings with hearing students was the topic of discussion at a seminar of the Research Institute's Scientific and Professional Issues series held Dec. 18. Michael Karchmer and Arthur Schildroth of the Center for Assessment and Demographic Studies lectured to a group of Gallaudet faculty and staff.

Dr. Karchmer used data drawn from CADS' Annual Survey of Hearing Impaired Children and Youth to portray the status of mainstreaming in the United States as of the late '70's. In general, nearly half of the hearing impaired students receiving special education services in this country are integrated in school activities with hearing students to some degree. However, the most typical kind of integration is in nonacademic settings such as lunch, P.E., recess, homeroom, etc.

The likelihood that a hearing impaired student will be integrated varies according to the type of program in which he or she is enrolled. Fewer than 5% of students at residential schools for the deaf are integrated in either academic or nonacademic settings, whereas the vast majority of students receiving part-time special education services tend to have most of their school activities in settings with hearing students. Hearing impaired students enrolled in self-contained classes in regular public schools tended to receive little or no academic integration, but a great deal of nonacademic integration. The child's degree of hearing loss, sex, age and ethnic status were all factors which related to the extent of integration, according to Karchmer.

These national data reported by Karchmer are taken from a study co-authored by Karchmer, Schildroth and

Steve Wolk, chairman of the Department of Educational Foundations and Research, that will soon appear as a CADS monograph.

Arthur Schildroth, research associate of the Center, presented the flip side of the mainstream question—the involvement of state residential schools in the education of deaf students. For over a century and a half these publicly supported schools have played a crucial role not only in the academic and social/emotional development of hearing impaired students but also in the formation of the deaf community. Several recent CADS studies have focused on the residential schools, examining their enrollment trends over the past 10 years and the changes in student characteristics.

Residential schools for deaf students have, in the past decade, experienced severe enrollment declines; there were about 2,200 fewer students in the 62 public residential schools studied by the

Center in 1980 than in 1970, a decline of almost 13%. The schools in the Northeast and North Central Regions of the country experienced particularly heavy losses of 22% each. The overall enrollment decline is not too surprising, since it reflects the enrollment decreases in elementary and secondary schools for hearing students across the nation. The Northeast and North Central regional drops in enrollment were, however, much sharper than those in regular area schools.

A further detail of this enrollment picture is the different numbers of students age 14 and over in these schools between 1970 and 1980; in 1970 these students accounted for 40% of the total enrollment; by 1980 this number had risen to 60%. However, although actual numbers of students may have decreased, the services provided students and their families by residential school staff appear to be increasing.

Another part of the Center's study presented at the seminar concerned students who had reenrolled in the residential schools after a period of time in a mainstream setting. The percentage of these students in the 62 residential schools was relatively small during the 1980-81 school year, numbering approximately 500 students or slightly over 3%. However, more than half of the schools indicated they expected significant increases in the number of these students during the next few years. Several schools also emphasized that they had other students from a mainstream setting who had not been previously enrolled in a residential school.

Further study of the residential schools and their students is being planned by the Center for Assessment and Demographic Studies.

Colloquium set

The Gallaudet Research Institute and the Graduate School will co-sponsor a colloquium this Thursday, Jan. 21 at 3:30 p.m. in the MSSD Orientation Room.

Dr. Richard Winefield of Cambridge, MA, will be discussing "The Rivalry of Alexander Graham Bell and Edward Miner Gallaudet: Attitudes Towards Disability in the Nineteenth Century." Winefield's presentation will be based on his dissertation research at Harvard University.

Everyone is welcome to attend.

President's Office Notes

History often repeats itself. This is a point of view expressed by Joseph C. Gordon, professor in the National College, Washington, D.C. It appeared in a paper entitled "Deaf-Mutes and the Public Schools," *American Annals of the Deaf*, Vol. 31, 1886:

Bearing in mind the limitations of the historical method, the writer feels justified in setting down as demonstrated by experience, though the underlying facts may not all be set forth in this paper, the following conclusions:

First. That the complete and satisfactory education of children who have never heard, in the same classes with hearing children and by the same teachers, has never been accomplished.

Second. That "mixed" schools with separate classes under the same teachers involve a waste of time to both classes and overtask the teachers.

Third. The deaf children prepared by private and special instruction to join the regular classes in public schools, without detriment to themselves or to their classmates, rarely need common-school instruction, because in gaining the knowledge of language and readiness of communication sufficient for this purpose they have incidentally accomplished the essential work of the common school.

Fourth. That the theoretical advantages of an environment of hearing persons have never been realized in practice. Children deaf from infancy have so little command of language that they can associate with other children only upon very unequal terms. In any case, those who need the assumed benefits of association the most received the least from it. The risk of moral injury is very great. To secure any good result from association, the hearing environment must be selected and guarded with extraordinary care. The greatest benefit realized has been from the limited association encouraged by certain favorably situated institutions.

Fifth. That the fair results obtained outside of special schools have been very rare and under exceptional and extraordinary circumstances.

Sixth. That the satisfactory instruction

of the deaf requires teachers having special fitness, special knowledge, and special training. No satisfactory system has been wrought out for ensuring a sufficient supply of efficient teachers for the existing organizations. The art of instructing the deaf has been simplified, but the educational standard has been raised, thus making it more difficult than heretofore to secure thoroughly competent instructors.

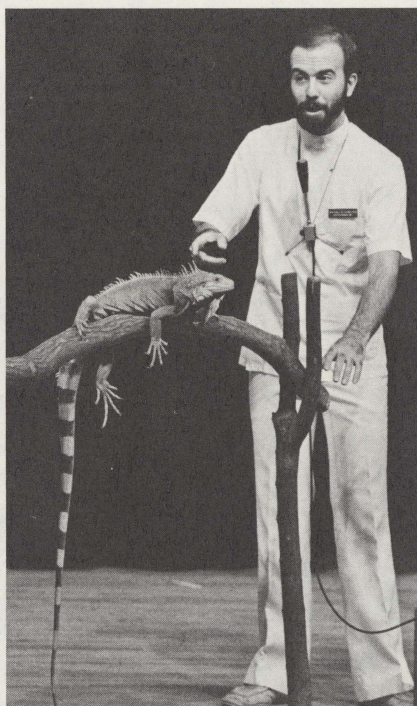
Seventh. That parents can establish means of communication with their deaf children, too often isolated in the midst of a hearing environment, and they should be encouraged to begin their education, especially, their moral training.

Eighth. That public-school teachers can be readily qualified to render valuable assistance in the early stages of instruction. Deaf children may learn habits of neatness, order and obedience, to use the pen and pencil, to count, and to comprehend common words with a little special attention; but the experiment should not be undertaken unless the moral atmosphere is such that the teacher can secure kind and sympathetic treatment of the deaf children from their school-mates. It would be advantageous to the special schools if this preliminary work were seriously undertaken by the public schools.

Ninth. That many of the educated deaf have a remarkable facility in awakening the minds of deaf children, and such persons, properly selected, may often be employed with great advantage in home and preliminary instruction.

Tenth. That "day-schools" or *externats*, whether special schools alongside of public schools or entirely separate from them, are not so efficient as the better class of thoroughly organized institutions, many of which have grown out of day-schools.

Eleventh. That special institutions remain a necessity for the great mass of deaf children, and they continue to offer superior results, with the greatest economy of time, money and men. And this is true, regardless of methods, systems, or devices of instruction.



Michael Shwedick of Reptile World introduces MSSD students to Iggy the iguana at an MSSD assembly Jan. 7. Also on hand were May the turtle and various and sundry snakes.

Lions to hold annual fruit sale

The Alexandria/Potomac Lions Club is having its third annual citrus fruit sale on campus Feb. 15-19. The sale will be held daily from 9 a.m.-7 p.m. in the Hall Memorial Building parking lot. Proceeds from the sale will go to charity.

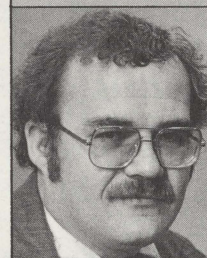
Temple oranges and pink grapefruit will be on sale. Prices are \$10 for a full case of oranges, \$9 for a half case or \$6.50 for a half case of grapefruit, and \$13 for a case of half oranges, half grapefruit.

If you'd like to make sure you get what you want, you can place an order now which can be picked up on the sale dates. Posters around campus have the names and number of members with whom you can place your order. No COD orders will be accepted this year. Cash or checks and money orders made payable to the Alexandria/Potomac Lions Club must accompany each order.

Personalities

Ernest Hoffmann is now coordinator of the Annual Fund in the Development Office. A Gallaudet graduate, Hoffmann has worked as a rehabilitation counselor, computer operator and residential counselor for autistic children.

Virginia Atkinson is a writer/researcher with the Development Office. She has her BA in English and has worked as a facilities researcher with the Virginia Association of Rehabilitation and proposal writer for Trade Association of Sheltered Workshops.



Hoffmann



Atkinson

Mary Ellen Dempsey is a secretary/interpreter for Public Policy Studies in the National Academy. She received her MA in Education of the Hearing Impaired from Gallaudet last May and has worked as clinical supervisor at the Empire State Speech and Hearing Clinic in Spencer, NY.



Dempsey



Conlon

Sheila Conlon, who has worked as a staff attorney for more than a year at the Law Center in a temporary position, has been given permanent appointment there. She has her law degree from Georgetown University Law Center.

Deborah Grier is a Library assistant, Circulation II. Grier has her BA and has previously worked with Outreach.



Grier



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1981

Gallaudet College is an equal opportunity employer-education institution. Programs and services offered by Gallaudet College received substantial financial support from the Department of Education.



Sharon Ziesnitz, foreground, came to MSSD Jan. 6 to teach a group of students and teachers the fine art of ikebana, Japanese flower arranging. At left, career development specialist Jaynie Simmons interprets. The special program was given through MSSD's LRC. Ziesnitz, who also gave an ikebana demonstration last December, has been teaching the art for 15 years and donated her time and baskets for the class.

MSSD wrestlers off to flying start

The MSSD wrestling team, under the coaching of Marty Willigan, has gotten off to a flying start this season. In 13 dual matches as of Jan. 4, the Eagles have won 10, lost two and tied one.

The Eagles still have a long season ahead of them with 15 dual matches and three tournaments to go. One of the tournaments will be the ESDAA Wrestling Championship to be held at MSSD Jan. 29 and 30. Eight schools will compete in this tourney, with Model being defending champion.

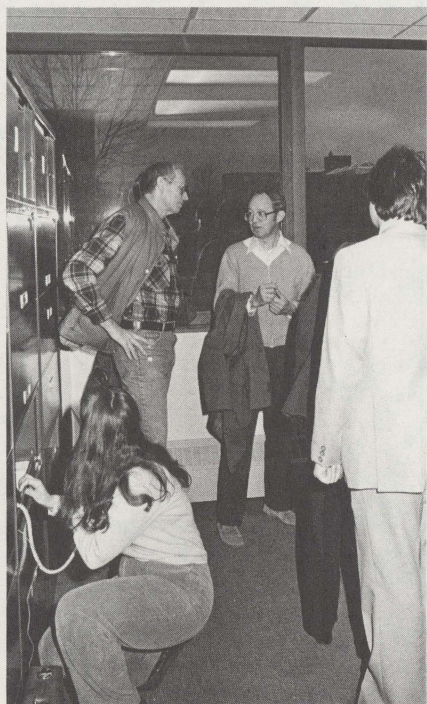
Jack Barron, gold medal winner in the recent World Games, is Model's top wrestler with 13 wins. He has not been defeated nor tied yet this season. Leny Visco and Todd Silvestri also are undefeated with 12 wins apiece but each has been tied once. R. Haywood also has 12 wins to his credit against one defeat.

Weavers show opens here soon

The Waterford Weavers Guild Show opens at Gallaudet's Washburn Art Center on Jan. 20 and continues through Feb. 19. The opening reception will be held this Wednesday, Jan. 20 from 2-5 p.m.

The show will include examples of traditional and experimental weaving and fiber art, natural and chemical dyeing, and spinning. At the Jan. 20 opening, demonstrations by Guild members will include weaving on a four harness floor loom and on a large frame loom, dying using a variety of decorative dyeing techniques, and spinning. Spinning will be both on the traditional spinning wheel and on the even older drop spindle. The public will be invited to participate in the drop spindle spinning.

The Waterford Weavers Guild was founded in 1972 in Waterford, VA as an outgrowth of weaving classes sponsored by the Waterford Foundation. The Guild encourages activities related to furthering interest in weaving, spinning and dyeing. Guild activities include workshops and demonstrations, and exhibits in the various communities. The Guild is featured annually in October at the Waterford Fair.



Bob Jackson, Bob Harmon and others check out the new office area in the field house.



This photographic "sculpture" of wheelbarrow and stones will soon be transformed into artist Lloyd Hamrol's wall-like sculpture outside the Ely Center auditorium.

Changes made in interpreting service

The old Interpreter Referral Services office has become the new Gallaudet Interpreting Services in a change effective Jan. 1 that also transferred the unit to the School of Communication.

With the transfer, five recommendations were approved by the Central Administration at its Dec. 17, 1981 meeting:

- That the unit now be identified as Gallaudet Interpreting Services.
- That this new unit will centralize all hiring of on and off campus interpreters for use of the campus community.
- That the GIS serve the campus community exclusively.
- That payment for interpreters be consistent among campus units.
- That the GIS will establish contact with local D.C. community organizations to develop off-campus referral services.

The change of the interpreting office from the Division of Public Services to the School of Communication was recommended by the Deafness Related Concerns Council. Since the AA program for training interpreters is also in the School of Communication, the change will help facilitate the relationship between the two groups, said David Tweedie, dean of the School of Communication.

One important change is that the hiring of interpreters for use by people on campus will be centralized. Gallaudet Interpreting Services has two full-time interpreters, and coordinator Sheila Grenell also does some interpreting. The office hires free-lance interpreters if regular staff cannot meet campus needs. Prior to the change, any department could hire an off-campus interpreter without going through the office, which made it difficult to collect data on how many interpreters are needed on

campus. Now, said Tweedie, all requests for interpreter service on campus must go through the Gallaudet Interpreting Services. Tweedie hopes that after this semester, data collected will be able to give some indication of the number of interpreters needed to serve the campus.

Another major change is that the GIS will no longer act as a referral service for persons in the community. The old Interpreter Referral Services was spending an inordinate amount of time serving persons off campus, explained Tweedie, time that could be used to serve Gallaudet. Tweedie and the Gallaudet Interpreting Services office will be talking with the National Registry of Interpreters for the Deaf and a number of groups in the DC area to develop alternative ways of meeting the interpreting needs of persons in the community.

Any questions concerning the function of this new unit can be addressed to the dean's office, School of Communication, or to the Gallaudet Interpreting Services, located in Dawes House, room 302, x5634 voice or x5554 TDD.

Benefit basketball game scheduled

Gallaudet College faculty and staff will play a benefit basketball game this Saturday, Jan. 23 at 3 p.m. in the MSSD Gym against OK 100 radio station.

Admission is \$1, and all proceeds will be sent to Otis House, Health Care Foundation for the Deaf.

For more information, contact Leo Cannon III at x5098.

Shuttle changes

The Transportation Department has published a new schedule for Gallaudet's shuttle service which became effective Jan. 13.

The Union Station pick-up location is now at the Metrobus stop in the multi-level parking lot, not far from the subway entrance. The Eastern Market pick-up location is on 7th Street behind the elevator.

For a shuttle schedule or for more information contact the Transportation Department at x5170 or x5188.

Jobs Available

SECRETARIAL POSITIONS: Level D—Honors Program & Pre-College Outreach; Level E—Purchasing
APPLICATIONS PROGRAMMER: Computer Center
SENIOR SYSTEMS PROGRAMMER: Computer Center
DIRECTOR OF PUBLIC AFFAIRS: Alumni & Public Relations
HEAD RESIDENT ADVISOR (2): Student Affairs
OCCUPATIONAL THERAPIST: KDES Diagnostic & Support Services
STAFF PSYCHOLOGIST: Counseling & Placement Center
CAREER COUNSELOR: Counseling & Placement Center
TUTORIAL SPECIALIST/SUPERVISOR: Tutorial Center
DIRECTOR, STUDENT LIFE: MSSD
LIBRARY TECHNICAL ASSISTANT, PROCESSING: Library
BUSINESS EDUCATION TEACHER: MSSD
PROGRAM SUPERVISOR, INSTRUCTION: MSSD
SCIENCE TEACHER: MSSD
INDUSTRIAL ARTS TEACHER: MSSD
RESEARCH/EVALUATION SPECIALIST: MSSD
TV STUDIO ENGINEER: Gallaudet Television
PERSONNEL MANAGER: Administrative Services

Classified Ads

RIDE WANTED: From Annapolis region. Will share expenses. Contact Jim Gregory in the English Department, x5486 voice, x5502 TDD.

ROOMER WANTED: Female roomer for furnished or unfurnished bedroom in Greenbelt area apartment. Must have own transportation. Call 474-0012, TDD only, day or evening.

FOR SALE: Garrard GT 25 turntable, excellent condition, \$50. Barbell set, bench and weightlifting belt, \$45. Presto popcorn popper, like new, \$15. Call x5763 voice or TDD.

FOR RENT: Furnished room for single person or couple in exclusive townhouse near Greenbelt Center, Greenbelt, MD. Call 474-3237 TDD after 6 p.m.

DAY CARE: Available in Bowie, MD, Meadowbrook section. Deaf parents and children especially welcome; breakfast, lunch and two snacks, fenced yard, organized play and crafts. Call Sher at 390-6137 voice only, after 5 p.m., or call 872-2369 TDD before 8 p.m. and ask for interpreter service to voice 390-6137.

WANTED: Old magazines for Student Union magazine racks. Bring to Student Union Office or call Joanne Bader at x5182 voice or TDD.

FOR SALE: 1973 Fleetwood 12X64 mobile home, 2 bedrooms, w/d, new carpet in living room, new 40-gal. water heater. \$6,500 or best offer. Call Debra or Melvin, 360-6717. Available Feb. 1.